PSCI 428/631
THE STATE & ECONOMIC LIFE
CURRENT DEBATES IN POLITICAL ECONOMY

Fall, 2015

RCH 206, Friday, 8:30am-11:20pm

Instructor: Dr. Carter

Email Address: avcarter@uwaterloo.ca

Office Location: Hagey Hall 311

Office Hours: Fridays 11:20-1:00pm, or by appointment

Contact Policy

- Please contact me by e-mail or drop by during office hours.
- Use only your UW email account and start your email subject headings with "PSCI 428" or "PSCI 631." Note that I aim to respond to emails within 24 hours during the week. However, I do not check email on weekends and holidays (so, for example, expect that I won't respond to messages received on a Friday until Monday).
- I have created a LEARN site for this course that I will use primarily to share documents and information with you and to input grades. Please adjust your LEARN notification settings so that you are sent email or SMS notifications when I post news items (go to LEARN Notifications https://uwaterloo.ca/learn-help/instructors/account-settings - NotificationSettings and select the "News - item updated" and "News - new item available" boxes).
- In the case of service interruptions to the LEARN system, please see the following policy: LEARN Service Interruption Policy https://uwaterloo.ca/secretariat-general-counsel/service-interruptions-online-learning-environment-guidelines

Calendar Description

An examination of current debates on the relationship between the state and economic life drawing on competing ideological traditions.

Detailed Course Description

This course examines theoretical traditions on the relationship between state and economy by engaging with two major current debates. We begin by discussing theoretical approaches from capitalism, socialism, and the challenge to them presented by environmental concerns. From this foundation, we then focus on how these approaches are reflected in the debates on climate change and poverty/inequality with primary reference to Canadian cases. The course includes an experiential learning component involving field visits to local organizations addressing each issue. You will also apply course material by researching and writing a research paper through a series of steps, including a presentation to the classroom audience.

PSCI 428 can serve as a required course for the Politics and Business Specialization and the an Honours in Political Science.

PSCI 631 is relevant to the graduate level Political Economy and Canadian State & Society fields of concentration.

PSCI 428 Pre-Requisites: Four PSCI courses; level at least 4A

Course Objectives

In terms of course content, by the end of this course you should be able to:

A. Summarize the defining characteristics of each theoretical approach and differentiate them. This will include:
   - Comparing and contrasting the role of the governments and markets in capitalist and socialist systems
   - Identifying major critiques of both systems
   - Explaining the challenge posed to both by environmental crises

B. Identify how these theoretical approaches inform or can be applied to the two contemporary debates emphasized in this course (climate change and poverty/inequality).

C. In both debates, you will be able to do the following:
   - Identify the role of major state and economic actors
   - Recognize the broader theoretical/ideological approaches informing major actors
   - Critique proposals to manage these problems
   - Propose alternate political-economic solutions
   - Understand and assess how organizations in the local communities are intervening and providing solutions alongside (or in gap left by) the state and market
   - Reflect on your experience of and engagement with these issues

In addition, the course will focus on skill development in these areas.

A. Reading skills:
    - Isolating theses, main arguments, counterarguments, and evidence.
    - Practicing effective note-taking (while reading and post-reading).
    - Inferring the values and viewpoints of writers.
B. Analyzing and Researching skills:
    - Developing questions, theses, arguments and counterarguments.
    - Finding appropriate data and evidence to support a thesis, arguments, and counterarguments.
    - Assessing source credibility and differentiating between scholarly and non-scholarly sources.
    - Using sources effectively and honestly.
C. Writing skills:
    - Practicing key stages of the writing process through a sequence of brainstorming, outlining, drafting, peer-reviewing, revising, and editing.
D. Discussion and discussion facilitation skills:
    - Practicing talking about academic material constructively and effectively in groups and leading productive dialogues
E. Presenting skills:
    - Delivering an informative and engaging research presentation.

Structure of the Course and Classes

The seminar will begin with heavier reading requirements to give you enough material upfront to begin engaging with the themes in class and to start working on your paper. Reading expectations will lighten as the demands of the research paper grow. I try to ensure the workload stays balanced and manageable. (I'll be seeking your feedback on this throughout the semester.)

Classes will primarily involve student-facilitated discussions of the readings. This work will be occasionally interspersed with reading presentations by the graduate students in the seminar, mini-lectures, audio-visual material, individual writing or reading exercises, small group work, and more. Expect the classes to draw heavily on the readings and to be highly interactive.

We will also use class time to work on aspects of the research paper such as exploring potential paper topics, discussing finding sources and using them effectively in your paper, and peer reviewing drafts of the paper.

In addition, twice this semester we will leave the classroom to visit field sites where local organizations are directly contributing to solutions to the two issues we are analyzing this term. These visits will serve to bring the course readings and theories to life, to demonstrate on-the-ground solutions to these two controversial issues, to illustrate the challenges experienced by

organizations intervening alongside (or in the gap left by) governments and markets, and to provide you with a chance to consider your personal experience of or engagement with these issues.

Course Requirements, Expectations, and Standards

Required Readings

The readings are the basis for the classes and will be the foundation of your research papers. You are therefore responsible for completing the readings before class, preparing to discuss the readings before class, and bringing the readings with you (you may want to refer to them in class).

We will be reading two books:

Klein 2014 *This Changes Everything: Capitalism vs. The Climate*. Toronto: Knopf.Silver 2014 *About Canada: Poverty*. Halifax: Fernwood Press.

These books are available for purchase at Words Worth Books at 96 King Street South in Waterloo (519-884-2665) for a total of $40 plus tax. If you would like to reserve your copies, go to Reserving copies of books www.wordsworthbooks.com and create an account. The links to the book are:

Klein book
http://bookmanager.com/1318225/?q=h.tviewer&using_sb=status&qsb=keyword&qs=9780307402004

Silver book
http://bookmanager.com/1318225/?q=h.tviewer&using_sb=status&qsb=keyword&qs=9781552666814

The books are also on 3-hour reserve at the Dana Porter Library.

In addition, a selection of book chapters, articles, and other readings will be available via the UW Library Course Reserves. I may also post material on our LEARN site throughout the semester.

Attendance & Engagement/Participation Policy

Your participation in class activities is an essential part of your work in this course. Please be prepared to begin class on time. This means arriving to class a few minutes early. Note that if you miss a class, you are responsible for informing yourself about missed work by contacting other students in the class.

Evaluation

PSCI 428

Assessment	Date of Evaluation	Weighting
Engagement/Participation • ***Reading Responses (10)*** • ***Discussion/class participation (weekly)*** • ***Discussion facilitation (1)***	Ongoing	30%: *10%* *15%* *5%*
Book Review	Week 4	20%
Research Paper Presentation	Week 11 or 12	15%
Research Paper	December 11	35%
Total		100%

PSCI 631

Assessment	Date of Evaluation	Weighting
Engagement/Participation • ***Reading Responses (10)*** • ***Discussion/class participation (weekly)*** • ***Discussion facilitation (1)***	Ongoing	30%: *10%* *15%* *5%*
Reading Presentation (1)	To be selected ASAP	10%
Book Review	Week 4	20%
Research Paper Presentation	Week 11 or 12	10%
Research Paper	December 11	30%
Total		100%

Reading Responses[1]

Typically, you will write a response for every reading assigned each week. Unless otherwise noted, each response will provide the following:

1. A list of three central concepts used/discussed in the reading
2. A summary, *in your own words*, of the main point or central argument of the reading (in approximately 100-150 words; in full sentences rather than point form)
3. Two or three important questions arising from the reading that are relevant to the course and valuable for class discussion.

Your responses should be focused on *understanding* the readings. Save potential criticisms for the discussion.

Upload your responses in a single file in Word or PDF format on LEARN 24 hours prior to class (you may want to have a copy in hand for the discussion as well).

*Note that the format of the reading responses will change on occasion, for example as we discuss whole books and prepare for field visits. Reading responses may periodically take the form of written responses to questions done in class.

Discussion Participation

Your weekly participation in discussions of the readings is a central aspect of this course. Note that excellent discussion participation is marked by:[2]

- striking a balance between saying nothing and dominating the discussion
    - Be conscious of how much space you take up in discussions. Practice "stepping up and stepping back" toward equal participation.
    - A few quality interventions are more valuable than the quantity of participation.
- responding constructively and meaningfully to other students and/or the course material (rather than glib answers or general opinion)
- staying on topic and staying focused on the readings; engaging with the readings in a meaningful way that demonstrates your preparation
- sharing your knowledge, experiences, ideas, questions and examples
- contributing new ideas or information (rather than repeating yourself or points already made)
- expressing yourself clearly and succinctly
- integrating main ideas in the discussion to draw out broad insights
- making connections with / responding to / building from others' comments; paraphrasing others' thoughts to assess if you have understood their meaning

[1] I thank Dr. Coleman for his advice on these reading responses.
[2] With thanks to Dr. Coleman and Dr. Esselment for their input.

- responding to questions asked or new topics introduced; initiating a new turn in the discussion
- listening actively
- encouraging other people to speak; supporting other voices (rather than interrupting or silencing them)
- recognizing and respecting that everyone has something worthwhile to contribute
- being open-minded; respecting and taking an interest in opposing viewpoints
- disagreeing respectfully
- staying positive (being positive fosters better discussions and better ideas; negativity and sarcasm shut down conversation)
- keeping the discussion fun and light-hearted (wit and humour are welcome!)

Discussion Facilitation[3]

Most discussions in this course will be student-led and you will be responsible for leading the discussion at least once this semester. (I will be asking for volunteers in the first and second weeks so that you know which reading discussion(s) you are responsible for facilitating as soon as possible.) Here are some guidelines to help you do this well.

Preparing to facilitate. You need to be familiar with the reading, but not much more than on any other week. In addition to completing your reading response, you will probably want to take more detailed notes on the reading, mostly to have ideas on hand to help the discussion along if it starts to lag. But remember that the point of the discussion is to build a better understanding of the material as a group—your role is not to teach but to start, guide, and sustain the conversation.

A word about tone. The tone of the facilitator sets the tone for the discussion, so stay positive. Focus first on what is valuable about the reading (criticisms should wait until the fourth part of the discussion). Don't apologize for your preparation or level of understanding—focus on the task of working together to generate a better comprehension of the material.

Guiding the discussion. You need to facilitate a discussion through four steps:

1. Discussing central concepts used/discussed in the reading (about 5-10 minutes)
   Begin by proposing a few key concepts from the reading that might need discussion, and asking for other suggestions. Decide with the class on two or three to discuss in more detail. Ask for volunteers to help clarify the meaning of the concept and how it is used. (If a concept is central to the main argument, feel free to hold off discussion of it until the next part.)
2. Summarizing the main argument (about 5-10 minutes)

[3] Here I build from Dr. Coleman's work and Gale Rhodes and Robert Schaible's *A User's Manual for Student-Led Discussions*, available at spdbv.vital-it.ch/TheMolecularLevel/StdLedDisc.html

Then ask for thoughts on the main argument of the reading. Try to have the class build toward it together (rather than presenting your understanding first). Once the class seems satisfied with this, aim to end this part of the discussion with a summary (perhaps paraphrase the key points you heard).

3. Discussing <u>important questions</u> arising from the reading (about 5 minutes)
   Next ask students to pose questions that came to mind from the reading. Feel free to offer one or two as an example. Remember that at this point we are still working on understanding the reading—remind students to save criticisms for the final part of the discussion.
4. <u>Reflecting critically</u> on the reading (about 5-10 minutes)
   Finally, take a few moments to reflect critically on the reading. Does anyone find a particular point or approach problematic? Are there any obvious gaps in the work? What are the strengths of the reading? What major contribution does it make? What are its broader implications?

Additional guidelines

- As you lead the class through these stages, try to foster the key characteristics of excellent discussion participation noted above. So, for example, encourage those who haven't spoken to join in. You might try asking students to respond to each other (for example, to comment on a point just made), or asking students for more information (to elaborate on something just said). Or you might ask for differing positions or viewpoints.
- You can contribute your own ideas but only sparingly—and primarily with the aim of keeping the discussion going.
- Keep the discussion on time and focused on the readings. Direct students back to the text if they get off track, for example by seeking out passages of relevance to the discussion.
- Silence is good! Sometimes we need a pause in the conversation to process information or to provide an opening for a new person to speak.

Additional assignment for PSCI 631 students

<u>Reading Presentation</u>

Once this semester you will be responsible for presenting a reading in a 15 minute lecture supported by PowerPoint or some other presentation platform. It should accomplish four things:

1) provide an overview of the key concepts and arguments of the reading
2) link the reading to the other readings discussed that week (tell how it adds to or departs from the other readings)
3) critically engage with the piece (ie. discuss the major contributions made by the reading and/or elaborate on the key questions or concerns arising from it)
4) provide an opportunity for questions (save the last few minutes of your lecture time for this)

The lecture should be accompanied by a handout (1-2 pages) that you share with the class at

the beginning of your presentation.

Both content and presentation skills will be evaluated. I will provide you with more guidance on the latter in the first weeks of the semester.

Critical Book Review

You will write a critical book review (1200-1500 words) of Klein's *This Changes Everything* early in the course. In this review, you will very briefly summarize the main components of the book and then focus on analyzing how the book relates to key concepts and ideological traditions discussed in the first three weeks of classes. I will provide you with a detailed assignment in the first week of classes.

Research Paper

The research paper (2500-3000 words) will involve a sequence of brainstorming, outlining, drafting, peer-reviewing, revising, editing and presenting. We will be respectfully and constructively discussing your work in the class and you will read drafts of each other's writing.

You first need to select a topic relevant to the course. Please ensure you have consulted with me and received approval on your topic and paper proposal by the 6th week of classes. You will then submit two drafts (one for peer review and a final submission) and present your work in the final classes. I will provide you with a detailed assignment stating the requirements of each step over the course of the semester.

Note that the Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback.

- To book a 50-minute appointment and to see drop-in hours, visit Writing Centre http://www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.
- Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

General Information on Assignments and Grading

Assignments are due in hardcopy at the beginning of the class in which they are due (with the exception of reading responses, as noted above). You must also upload your work in the appropriate LEARN dropbox prior to that class.

You need to keep all the writing you do (and the comments I and your peers make on your work) until the end of the semester. You may need to resubmit earlier work with your final paper submission.

I will make grades available on the LEARN course site throughout the semester, with the exception of engagement/participation grades. For the latter, I will release your average midway through the semester and then assign a final grade at the end of the semester.

Please note that this course requires the careful use and acknowledgement of sources. You are responsible for not plagiarizing. We will discuss proper use of sources in more detail during the semester.

Also, please note that you are expected to write an original paper this semester. Please let me know if you are currently working on a similar topic in another class, or if you have done so in the past. I expect you to do all new research and writing for the paper in this class but we can arrange for it to build off other work.

Late Policy

Assignments must be submitted at the beginning of the class on the stated due date. Evaluated in-class work must be completed at the time it is assigned. Late submissions cannot be accepted and there are no "make-ups" for work missed due to absence. Late submissions or missed work will receive a grade of 0%.

Of course, exceptions will apply in the case of a religious holiday accommodated by the university or a documented emergency or illness (via a Verification of Illness Form: Health Services https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness).

Please note: student travel plans are not an acceptable reason for granting an alternative examination times or submission due dates.

Electronic Device Policy

Please turn your phone and other devices off. If you have a special need for using your laptop or tablet to take notes (see the note on accommodations below), please restrict your use to that purpose. Other laptop or tablet uses (social media, web surfing, email) are inappropriate—they distract you and your colleagues around you.

No recording, copying, or transmitting of course material

It is prohibited to transmit, record or copy by any means, in any format, openly or surreptitiously, in whole or in part, any of the lectures, discussions, activities, or materials provided, undertaken, or published in any form during or from the course.

Unclaimed Submissions

I will retain your submissions for six months. After this time period, unclaimed work will be securely destroyed.

Course Feedback

You will be given two formal opportunities to evaluate this seminar, midway through and at the end of the semester. Of course, I welcome suggestions and comments that might improve the seminar at any time.

University Regulations

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, Student Discipline: http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Student Petitions: http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition,

consult Student Grievances: http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, Student Appeals: http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72***.***

Academic Integrity website (Arts): Academic Integrity Website: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): Academic Integrity Office: http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Information on Plagiarism Detection

Plagiarism detection software (Turnitin.com) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin in this course. Please advise me by the second week of the semester if you need an alternative to using Turnitin.

Schedule

- Readings may diverge slightly from this schedule depending on our needs and interests. We will discuss the next week's readings at the end of each class.
- Readings in grey below are additional for PSCI 631 students. These readings will be the basis for the PSCI 631 reading presentations, to be selected /assigned at the beginning of the semester.

Wk	Date	Theme	Required Readings	Assignments
1	Sept 18	Introductions and Overview	□ Stilwell 2012 "Economic Systems," *Political Economy: The Contest of Economic Ideas*, p. 40-50 □ Begin reading Klein's *This Changes Everything*	
PSCI 631 students: please email me your reading presentation preference by Sept 21 at 10am.				
2	Sept 25	Theoretical Frameworks	□ Continue reading Klein's *This Changes Everything* <u>Capitalist and Socialist Systems</u> □ Stilwell 2012 "The Political Economy of the State," *Political Economy: The Contest of Economic Ideas*, p. 364-72. □ Stilwell 2012 "Capitalism," *Political Economy: The Contest of Economic Ideas*, p. 51-57. □ Howlett et al. 1999 selections from chapter 3 "Socialist Political Economy," *The Political Economy of Canada*: p. 44-49, 56-58, and 74-80. □ McBride and Whiteside 2011 "The Keynesian Welfare State" and "The Neoliberal State," *Private Affluence, Public Austerity: Economic Crisis & Democratic Malaise in Canada*, p. 35-79.	**RR1**

Wk	Date	Theme	Required Readings	Assignments
3	Oct 2	Theoretical Frameworks + Library Resources Discussion	□ Continue reading Klein's *This Changes Everything* <u>The Environmental Challenge</u> □ Stilwell 2012 "Economy and Environment," *Political Economy: The Contest of Economic Ideas*, p. 325-37. □ Ellwood 2014 "On the Road to Degrowth," *Degrowth and Sustainability*, p. 156-85. □ Rockström and Klum 2015 "No Business on a Dead Planet" and "Unleashing Innovation," *Big World, Small Planet: Abundance Within Planetary Boundaries*, p. 117-28 and p. 131-43. □ Ferguson 2015 "The Green Economy Agenda: Business as Usual or Transformational Discourse?" *Environmental Politics*, 24:1, p. 17-37.	**RR2**
4	Oct 9	Issue 1: Climate Change	□ Klein 2014 *This Changes Everything: Capitalism vs. The Climate.* Toronto: Knopf.	**Book review due.**
5	Oct 16	Issue 1: Climate Change	□ MacNeil 2014 "Canadian Environmental Policy under Conservative Majority Rule," *Environmental Politics* 23(1): 174-178. □ Winfield 2014. "The Environment, "Responsible Resource Development," and Evidence-Based Policy-Making in Canada," *Evidence-Based Policy-Making in Canada*, p. 196-217. □ International Institute for Sustainable Development 2014 "Climate Policy Year in Review and Trends, 2013" Carbon Policy Review: www.iisd.org/sites/default/files/publications/canadian_carbon_policy_review_2013.pdf	**RR3**

Wk	Date	Theme	Required Readings	Assignments
			□ Vaughan 2015 "Climate Investment, Low-Carbon Innovation and Green Industrial Policy," p. 1-5. Low Carbon Innovation: http://www.iisd.org/sites/default/files/publications/climate-investment-low-carbon-innovation-commentary.pdf □ Hayden 2014 "Enough of That Already: Sufficiency-Based Challenges to High-Carbon Consumption in Canada," *Environmental Politics*, 23:1, p. 97-114.	
6	Oct 23	Issue 1: Field Site Visit at Climate Action WR	□ Tozer 2013 "Community Energy Plans in Canadian Cities: Success and Barriers in Implementation" *Local Environment* 18:1, p. 20–35. □ ClimateActionWR 2013 "Climate Action Plan for Waterloo Region: Living Smarter in 2020, Summary Version" Climate Action Plan Summary: http://www.sustainablewaterlooregion.ca/files/u/Climate Action Plan-Summary.pdf	**RR4** **Deadline for paper proposal approval.**
7	Oct 30	Issue 2: Poverty and Inequality	□ Silver 2014 *About Canada: Poverty.* Halifax: Fernwood Press. □ MacDonald 2015 "The Wealth Advantage: The Growing Wealth Gap Between Canada's Affluent and the Middle Class" Wealth Gap: https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2015/06/Wealth_Advantage.pdf	**RR5**
8	Nov 6	Issue 2: Poverty and Inequality	□ Banting and Myles 2013 **"**Introduction," *Inequality and the Fading of Redistributive Politics*, p. 1-41. □ Breau 2014 "The Occupy Movement and the Top 1% in Canada," *Antipode* 46:1, p. 13-33. □ Kirshner 1996 "Alfred Hitchcock and the Art of Research," *Political Science and Politics*, 29:3, p. 511-13.	**RR6**

Wk	Date	Theme	Required Readings	Assignments
9	Nov 13	Issue 2: Field Site Visit at The Working Centre	□ Bruijns and Butcher 2014 "Calculating a Living Wage for the Waterloo Region" www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2014/10/Calculating%20Living%20Wage%20for%20Kitchener.pdf □ Region of Waterloo 2013 "The Income Gap Report" chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/resources/INCOME_GAP_REPORT.pdf □ Region of Waterloo 2014 "Poverty Indicators in Waterloo Region: Status Report 2014" socialservices.regionofwaterloo.ca/en/communityPlanningPartnerships/resources/PovertyIndicatorsinWaterlooRegion.pdf	**RR7**
10	Nov 20	Paper Workshop and Peer Review	□ To be announced.	**<u>Complete</u> paper draft due (bring 3 copies)** **RR8**
11	Nov 27	New Student Research	Peers' papers.	**Research presentation or peer reviews (RR9&10)**
12	Dec 4	New Student Research	Peers' papers.	**Research presentation or peer**

Wk	Date	Theme	Required Readings	Assignments
				reviews (RR9&10)

Dec 11 @ 4pm: Final research paper due. Upload your final paper to the appropriate dropbox in the LEARN system, then submit a hardcopy by into my mailbox at the Department of Political Science. The mailbox is across from my office door at Hagey Hall 311.

**If you want comments on your paper, include a stamped, self-addressed, legal-sized envelope and I will mail it back to you after the end of the examination period.*